



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Bro Tawe
Ffordd yr Afon
Ystradgynlais
Swansea
SA9 1BU**

Date of inspection: January 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Bro Tawe is in the village of Ystradgynlais in the Powys local authority. The school opened in September 2012 as a result of the closure of three local schools.

There are 209 pupils on roll aged from 3 to 11 years, including 13 full-time nursery children. In addition, there are eight pupils who attend a unit on the school site for pupils with autistic spectrum disorder. There are nine single-age, mainstream classes.

Nearly all pupils are white British and come from homes where English is the main language. Around 11% of pupils are eligible for free school meals, which is below the national average. The school identifies around 18% of pupils as having additional learning needs and this is lower than the national average (22%). The headteacher has been in post since the new school opened in September 2012. This is the school's first inspection.

The individual school budget per pupil for Ysgol Bro Tawe in 2015-2016 means that the budget is £3,767 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Ysgol Bro Tawe is 35th out of the 84 primary schools in Powys in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- Most pupils make good progress from their starting-points as they move through the school
- Pupils' speaking and listening skills are very good
- Nearly all pupils make very strong progress in Welsh
- Nearly all pupils behave very well in classrooms and at breaktimes
- The overall attendance compares well with that of similar schools
- The quality of teaching is good overall
- The school has a caring, supportive and inclusive ethos

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides very effective leadership
- The headteacher, staff and governing body share a very clear vision for improving standards
- Governors have a good understanding of the school's strengths and areas for development and challenge the school leadership effectively
- The school's arrangements for self-evaluation, monitoring and planning for further improvement are effective
- The school has many worthwhile partnerships that have a positive impact on pupils' learning and wellbeing

Recommendations

- R1 Improve the standards achieved by more able pupils
- R2 Ensure that all teachers plan and deliver activities that challenge more able pupils
- R3 Improve teachers' marking to ensure that comments consistently indicate what pupils need to do to improve their work

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils begin school with knowledge, understanding and skills that are below or well below average. Most pupils make good progress from their starting-points as they move through the school.

Throughout the school, standards of speaking and listening are very good. In the Foundation Phase, most pupils listen well to instructions and respond politely to each other and to their teachers. Most pupils are confident to talk to adults and they enjoy explaining what they are doing in their lessons. In key stage 2, most pupils share their ideas with others and contribute enthusiastically to class discussions and during group work. They present information clearly and effectively in classes.

Most pupils make good progress in developing their reading skills. By Year 2, most pupils read confidently and use appropriate strategies to tackle unfamiliar words. They use phonic knowledge well to construct words. By Year 6, most pupils read fluently and display a good understanding of context, characters and plots. They often predict events in books and discuss how best to improve various aspects. Most use factual books and dictionaries successfully to search for information.

In the Foundation Phase, most pupils produce interesting pieces of writing. By Year 2, most use capital letters and full stops correctly. They form letters well and present their work neatly in books. In Years 1 and 2, many write simple stories and use a suitable range of descriptive words. In key stage 2, most pupils extend their writing skills effectively and write well for different purposes. By Year 6, most write in a neat and legible style and the presentation of their work is consistently good. The use of punctuation and spelling is generally accurate. Many pupils' literacy skills develop well across other areas of the curriculum.

Throughout the school, nearly all pupils display very positive attitudes to learning Welsh and use Welsh confidently in more informal situations. Nearly all pupils make very good progress in Welsh. By the end of key stage 2, most show an increasing grasp of more challenging vocabulary and they use a wide variety of questions and extended answers in Welsh lessons. Most pupils develop their reading and writing skills well across the school.

In the Foundation Phase, most pupils use and apply their numeracy skills well. They recognise numbers up to 100, collect and record data, identify shapes and measure successfully. They use mathematical language correctly and explain their counting methods confidently. By Year 2, most pupils are able to use simple fractions and two-digit numbers confidently.

In key stage 2, most pupils' mathematical skills are good. They employ a range of calculation strategies effectively and nearly all pupils are able to use mathematical vocabulary confidently. Most older pupils solve real-life problems well by applying

their mathematical skills purposefully, for example when using area to design a bungalow or using co-ordinates to help a farmer understand where he had planted his seeds. Nearly all pupils apply numeracy skills effectively in other subject areas.

Pupils' current standard of work is better than the teacher assessment data suggests at the expected and higher levels.

Over the last three years, at the end of the Foundation Phase, pupils' performance at the expected and higher outcomes in literacy and mathematical development has varied when compared to that of similar schools and there is no consistent, overall pattern.

At the end of key stage 2, over the same period, at both the expected and higher levels in English, mathematics and science, pupils' performance has tended to place the school in the lower 50% when compared with similar schools.

When the performance of mainstream pupils only is compared with that in similar schools, performance is stronger and tends to be above average in English and mathematics.

Most pupils with additional learning needs, including those in the unit, make good progress towards achieving their individual targets.

Most pupils make good progress as they move through the school, but more able pupils do not always reach their full potential. Pupils eligible for free school meals currently perform as well as other pupils as a result of the additional support they receive.

Wellbeing: Good

All pupils enjoy coming to school and they are very proud of their school. They feel safe and know that staff will listen to them if they need any support. Most pupils are aware of the importance of staying fit and eating healthy foods. Most pupils display a positive attitude to healthy eating and drinking. Many participate in extra-curricular sports clubs and are enthusiastic about the range of sporting activities that the school offers.

Nearly all pupils behave very well in classes and at breaktimes. They are polite, courteous and respectful. Most pupils show high levels of motivation and pride in their work. Most work well together and have a sound understanding of what they need to do to improve their learning.

Members of the school council, eco-committee and healthy school council contribute positively to the decision-making process and take their roles and responsibilities seriously. They have created their own school development plan and their suggestions have had a positive impact on school life. For example, they are involved in choosing various aspects of their learning.

Nearly all pupils take part actively in the local community, for example they raise money for local charities, such as 'Catch Cwmtawe', and participate in many local musical and artistic events.

Whole-school attendance rates for the last two years are above the average for those of similar schools. Nearly all pupils are punctual.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a suitable range of stimulating learning experiences that meet statutory requirements and pupils' needs. Teachers plan carefully to ensure that pupils build well on their previous knowledge and they work in area learning teams to monitor the breadth and range of skills taught. The school has also introduced a weekly reflection journal for key stage 2 pupils to enable them to reflect on their learning and review individual targets. Visitors to the school, a wide range of extra-curricular activities and many visits to places of interest, such as St David's Hall, Cardiff, Llangrannog and Plas Tan y Bwlch, enrich pupils' learning experiences.

The school has responded well to the National Literacy and Numeracy Framework. Teachers have adapted their short-term planning successfully to ensure that pupils develop their literacy and numeracy skills progressively across the curriculum. The school provides an effective range of intervention groups to support those pupils in mainstream classes who need additional help, for example in mathematics.

Provision for pupils' Welsh language development is good. Members of staff are good role models in their use of the language and they encourage pupils actively to use Welsh in designated lessons and in more informal situations. There are very good opportunities for pupils to learn about their locality and the history and culture of Wales. For example, they study the work of Josef Herman, who once lived in their village, and produce attractive pictures in his style. Many pupils participate successfully in various Urdd competitions.

Provision for education for sustainable development and global citizenship is effective. Various curricular and extra-curricular activities enable pupils to develop a good understanding of recycling and of how to protect the environment. Pupils raise money to support children in other countries and there are useful links with other countries. For example, the school has forged links with a school in Poland and pupils are in the process of establishing a link with a school in Patagonia.

Teaching: Good

Teachers have good subject knowledge and generally have high expectations of pupils. They plan thoroughly and use a stimulating variety of strategies to promote pupils' learning. They use a very good range of questions to ensure that pupils fully understand the tasks set for them and to extend their thinking. Staff enrich pupils' language skills actively and act as good role models in speaking Welsh regularly in a range of situations around the school. Staff provide effective support to ensure that pupils are on task and moving forward with their learning. Learning support

assistants make significant contributions to pupils' learning and provide good support for individuals and groups. However, teaching does not always ensure that activities and tasks challenge more able pupils to achieve as well as they could.

Teachers share lesson objectives clearly with pupils and discuss the quality of their work in a constructive way. They mark pupils' books regularly and effectively, but teachers' comments do not always provide clear guidance to pupils on how to improve their work.

The school has rigorous assessment procedures and systems. Staff track pupils' progress effectively and use the information purposefully to identify pupils who are falling behind or need additional support. Assessment for learning is developing well. Many pupils regularly assess their own work and that of others.

Annual reports to parents meet requirements and include a range of useful information about pupils' progress and attainment, including targets for individual pupils.

Care, support and guidance: Good

The school has a caring, supportive and inclusive ethos that promotes pupils' involvement in its work and life very effectively. Staff focus well on training pupils in how to resolve difficulties between each other and this has a positive impact on their behaviour and wellbeing. The school promotes pupils' spiritual, moral, social and cultural development well through a wide range of curricular experiences, assemblies and visitors to the school. The school makes appropriate arrangements to promote healthy eating and drinking. In addition, extra-curricular activities and after-school clubs encourage an active lifestyle. Members of staff respond sensitively to the needs of all pupils. They liaise effectively with a wide range of specialist agencies and support services to ensure that pupils receive helpful guidance.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good in the mainstream and unit classes. Effective planning ensures that pupils have a well-balanced curriculum and there are good opportunities for pupils in the unit to integrate within mainstream classes. Staff identify pupils' needs at an early stage and set clear targets for improvement in their individual education plans. Parents and pupils take a full part in preparing these plans. The school uses a wide range of intervention programmes for identified mainstream pupils. These pupils make good progress as a result.

Learning environment: Good

The school is a happy, welcoming community with a fully inclusive ethos, based on the respect of pupils for each other and for others. The provision ensures that pupils have equal opportunities to access all learning areas and staff place great emphasis on the importance of respecting and celebrating diversity.

The school provides a very attractive and colourful learning environment for pupils. Wall displays celebrate their work effectively in all parts of the school. For example, there is a stimulating display on the school's recent 'Bake-Off' event in collaboration with a local supermarket.

The new building offers plenty of space for the number of pupils on roll. It is very well maintained and provides a safe working environment. Staff and pupils use the outdoor area for the Foundation Phase well for learning and play activities. The school has a good supply of resources to support teaching and learning.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher provides very effective leadership and the deputy headteacher and senior leadership team provide good support. Over the last two years, senior leaders have introduced many effective strategies in literacy and numeracy which are having a positive impact on standards. They have also established a successful approach to promoting Welsh.

Leaders communicate high expectations to staff and tackle underperformance appropriately. They use relevant information about pupil performance well to identify strengths and areas for improvement. Regular senior leadership team and staff meetings provide good opportunities for all staff to contribute to the strategic direction of the school. An effective performance management system, based on a thorough knowledge of pupils' progress, makes a positive contribution to improvements in teaching and learning. Staff know their roles and responsibilities well and work closely together to create a supportive, whole-school ethos.

Governors have a good understanding of the school's strengths and areas for development. They visit the school regularly and are involved in the formulation of the school improvement plan. The governing body ensures that the school meets all statutory requirements and that policies and procedures are up-to-date. Governors challenge the school leadership effectively. They are very supportive and undertake their work conscientiously.

The school works well with other schools, the local authority and various agencies to implement national and local priorities, for example in improving standards in literacy and numeracy and alleviating the effect of disadvantage.

Improving quality: Good

The school's arrangements for self-evaluation and planning for further improvement are effective. There is a comprehensive programme of monitoring and reviews, which focuses well on improving standards, the quality of teaching and the overall effectiveness of the school. There are successful systems in place to scrutinise pupils' books, observe lessons and analyse data. In addition, the self-evaluation process includes the view of governors, parents and staff. The rigorous process of gathering and evaluating a wide range of evidence provides leaders with a sound basis for taking forward improvements in the school.

The self-evaluation report is a detailed, honest document that presents an accurate picture of the school's strengths and areas for development. There are clear links between the findings of self-evaluation and the priorities in the school development plan. The plan has a manageable number of targets which focus well on raising pupils' standards. It identifies the responsible persons, measurable success criteria, specific timescales for completing actions and the resources required to achieve them. Leaders review the progress of the plan regularly.

The school has introduced many purposeful strategies over the last year or so, which have led to improvements in pupil performance, for example in relation to standards in reading, mathematics and Welsh.

Partnership working: Good

The school has a wide range of partnerships that enhances pupils' experiences well. Parents are very supportive of the school and the parent-teacher association makes a valuable contribution to the life and work of the school. For example, parents purchase a variety of useful resources for the outdoor area.

The school collaborates closely with local primary and secondary schools to ensure continuity in pupils' learning as they move to the next stage of their education. These arrangements enable the school to standardise and moderate teachers' assessments effectively at the end of key stage 2.

The school works well with a wide range of partners to promote pupils' wellbeing. These include very close links with other agencies to support the families of those pupils who have additional learning or behavioural needs. The school runs a popular breakfast club, which further helps to cater for the wellbeing of pupils.

The school's strong links with the community provide worthwhile experiences for pupils. For example, the school choir often performs in the local area and there are very productive links with a number of musical and creative organisations.

There are beneficial links with local businesses, such as a local supermarket, which enrich pupils' learning and give pupils a better understanding of the world of work.

Resource management: Good

The school has an appropriate number of qualified staff to deliver the curriculum and leaders manage staff and resources well. The school uses the expertise of teaching assistants well to provide effective support for vulnerable pupils.

All staff take part in effective performance management procedures and staff training links well to school improvement priorities. For example, support for staff in teaching numerical reasoning has enabled them to improve the effectiveness of numeracy lessons. There are suitable arrangements for teachers' planning, preparation and assessment time.

The school is a strong learning community and staff participate in many effective networks of professional practice, which have had a positive effect on pupils' standards and learning experiences, for example those in mathematics and information and communication technology.

The school makes good use of its accommodation and resources. Governors and senior leaders manage school finances well and ensure that the school's priorities receive appropriate funding. Financial resources link closely to the school improvement plan and the development needs of staff. The school makes good use of the pupil deprivation grant to target specific groups of pupils and to reduce the impact of poverty on their progress. For example, all the Year 6 pupils supported in 2014-2015 attained level 4 in the core subjects.

In view of the standards achieved by pupils and the quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6662151 - YSGOL BRO TAWE

Number of pupils on roll	240
Pupils eligible for free school meals (FSM) - 3 year average	9.5
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	29	27	22
Achieving the Foundation Phase indicator (FPI) (%)	*	86.2	88.9	90.9
Benchmark quartile	*	2	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	29	27	22
Achieving outcome 5+ (%)	*	89.7	92.6	90.9
Benchmark quartile	*	2	2	3
Achieving outcome 6+ (%)	*	20.7	33.3	31.8
Benchmark quartile	*	3	2	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	*	29	27	22
Achieving outcome 5+ (%)	*	86.2	92.6	90.9
Benchmark quartile	*	3	3	3
Achieving outcome 6+ (%)	*	31.0	37.0	27.3
Benchmark quartile	*	2	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	29	27	22
Achieving outcome 5+ (%)	*	100.0	96.3	95.5
Benchmark quartile	*	1	3	4
Achieving outcome 6+ (%)	*	44.8	55.6	36.4
Benchmark quartile	*	2	2	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6662151 - YSGOL BRO TAWE

Number of pupils on roll	240
Pupils eligible for free school meals (FSM) - 3 year average	9.5
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	*	33	30	37
Achieving the core subject indicator (CSI) (%)	*	90.9	93.3	94.6
Benchmark quartile	*	2	2	2
English				
Number of pupils in cohort	*	33	30	37
Achieving level 4+ (%)	*	93.9	93.3	94.6
Benchmark quartile	*	2	3	3
Achieving level 5+ (%)	*	27.3	43.3	40.5
Benchmark quartile	*	3	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	*	33	30	37
Achieving level 4+ (%)	*	90.9	93.3	94.6
Benchmark quartile	*	2	3	3
Achieving level 5+ (%)	*	30.3	40.0	40.5
Benchmark quartile	*	3	3	3
Science				
Number of pupils in cohort	*	33	30	37
Achieving level 4+ (%)	*	93.9	93.3	94.6
Benchmark quartile	*	2	3	3
Achieving level 5+ (%)	*	30.3	36.7	40.5
Benchmark quartile	*	3	3	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	102		102 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	102		102 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	102		102 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	102		102 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	102		101 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	102		99 97%	3 3%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	102		102 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	102		102 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	102		101 99%	1 1%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	102		102 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	102		90 88%	12 12%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	102		101 99%	1 1%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	36	31 86%	4 11%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	36	34 94%	2 6%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	35	32 91%	3 9%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	35	30 86%	4 11%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	35	25 71%	10 29%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	36	33 92%	2 6%	1 3%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	36	32 89%	4 11%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	29 83%	5 14%	1 3%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	36	30 83%	6 17%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	36	30 83%	6 17%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	36	35 97%	1 3%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	32	29 91%	2 6%	0 0%	1 3%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	36	29 81%	6 17%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	36	27 75%	8 22%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	34	24 71%	9 26%	1 3%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	36	32 89%	4 11%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	31	28 90%	3 10%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	36	30 83%	5 14%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	36	32 89%	3 8%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Jeffrey Wyn Davies	Lay Inspector
Alison Jayne Norman	Peer Inspector
Huw Rees (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.